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ABSTRACT

For this study, surveys were conducted of the community's development, population movements, educational trends, and political-social events. Through examination of school-community relationships, theoretical relationships were explored, and information was provided concerning the manner in which the schools have attempted to serve the educational needs of a changing community. Study results indicate that the pattern of events in school and community appears to reflect the pattern occurring throughout the nation. High schools and communities are in a state of transition, but the active, decisionmaking role of the schools in curriculum, instruction, and organization indicates the school's ability to provide more broadly based, individualized programs that include additional options for students. Funds for this research were provided by an ESEA Title III grant. (Author)

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A SCHOOL SERVING A COMMUNITY IN TRANSITION:

a study in school-community relations

RESEARCH REPORT

DEMONSTRATION SCHOOL PROJECT
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Report Prepared By Alvin P. Sokol

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University City Senior High:
A School Serving a Community in Transition

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The research reported herein was conducted under a grant awarded to University City Schools and administered through Title III (ESEA) Missouri State Department of Education.

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University City Senior High:
A School Serving a Community in Transition

INTRODUCTION

It is a generally acknowledged fact that a public school system and the community which it serves have a reciprocal relationship. Events occurring in either sphere almost always affect those in the other. Furthermore, of all the components of the school system, the senior high school appears to be affected most acutely by the social dynamics of the larger community. It would be difficult, therefore, to consider the trends in the educational area separately from those in the community.

The field of school-community relations has been of interest to educators and social scientists alike.[1] Of particular interest has been the manner in which the local schools respond to the power environment in the local community.[2] Of theoretical interest is the five-fold classification of responses schools can make to the power environment of the community identified by one sociologist.[3] They are: (1) passive adaptation; (2) coalition; (3) cooptation; (4) bargaining; and (5) competition.

For this study, a survey of the major developments in both the community and the schools was conducted. The items selected were those which would seem to have had a major influence upon school-community relationships in University City. It was expected that, through examination of school-community relationships in a genuine setting, theoretical relationships could be explored and information would be provided concerning the manner in which the schools have attempted to serve the educational needs of a changing community.

Included in this report are surveys of: (1) the community, how it developed through the years; (2) population movements into and out of the community; (3) educational trends in the community's schools; and (4) political-social events involving the community and schools.

THE COMMUNITY

University City is a suburban, residential community of approximately 46,000. Founded in 1904, it is one of the oldest suburbs in the St. Louis metropolitan area. Its founding and early history are associated with the 1904 World's Fair and with the enterprising spirit of the city's founder.[4]

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[1] Sumption, M. R. & Y. Engstrom. School Community Relations: A New Approach (New York: McGraw-Hill, Inc., 1966).

[2] For interesting discussions regarding this topic, see: Hunter, F. Community Power Structure (Chapel Hill: University of North Carolina Press, 1953) and Dahl, R. A. Who Governs? Democracy and Power in an American City (New Haven: Yale University Press, 1962).

[3] Corwin, Ronald G., A Sociology of Education (New York: Appleton-Century-Crofts, 1965), Chapter 12.

[4] Annegers, Vida Fort. Tales of University City, copyright 1964.

From the St. Louis city limits on the southeast, the city developed by gradual stages north and west to its present limits. The major traffic arteries, Olive and Delmar boulevards, divide the community into three sections which are associated with its periods of growth. University City's fixed boundaries include the City of St. Louis on the east; Clayton on the south; Olivette and Ladue on the west; and Overland, Vinita Park, Vinita Terrace, Pagedale and Wellston on the north. In the process of developing, University City became a diversified community.

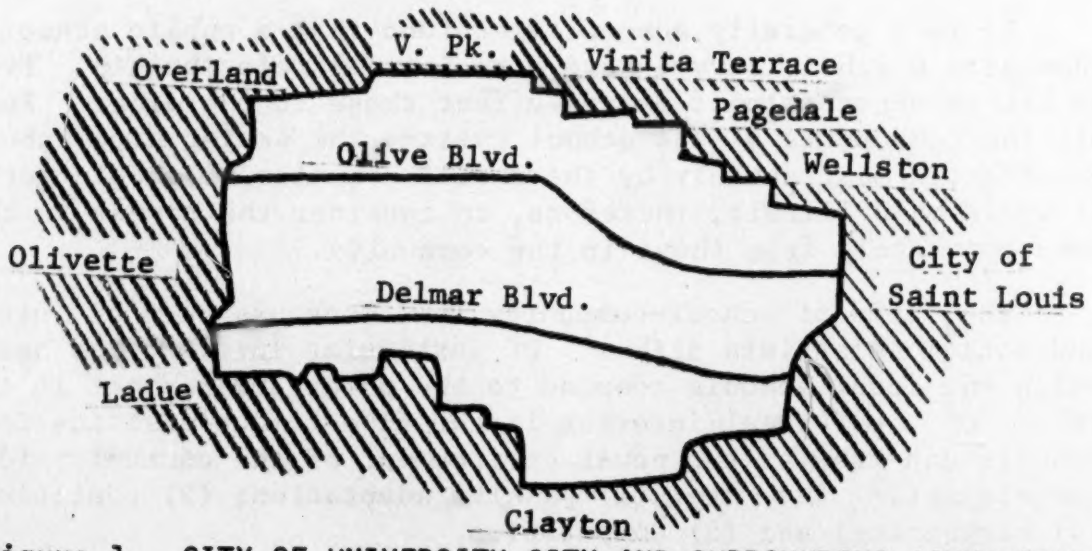

Figure 1. CITY OF UNIVERSITY CITY AND SURROUNDING COMMUNITIES

Forces for Population Movement. That diversification should be a trait associated with the community almost since its inception is not surprising when it is noted from the Figure above (1) that University City is located in a metropolitan area of almost 3 million which exerts a considerable amount of population movement, and (2) that it is located along a natural pathway from the City of St. Louis to the western portion of St. Louis County, an area which has undergone a tremendous amount of development and population growth in recent years.

It would be interesting to note the extent of population movement in the community in recent years. One investigator estimated that [between 1956 and 1966] 600 families had moved into and out of University City every year.[5]

An indication of population mobility may be obtained by examining the number of realty transactions which took place in the community during the three most recent years. This information is presented in the table below.

The information presented below indicates that for the three-year period: (a) there has been a steady increase in overall realty transactions; (b) there has been a substantial increase in property offered for rent; and (c) a comparatively stable number of homes have been purchased. During the first year the majority of transactions were those in which property was purchased. During the second year slightly more of the transactions were rentals. By the third year, the majority of transactions were rentals.

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[5]Lorenz, William. "The Changing Population of University City," Changing Demography of University City, Mo., University City Public Schools, March 17, 1966, p. 8.

PROPERTY PURCHASED OR RENTED IN UNIVERSITY CITY,
3 CONSECUTIVE YEARS*

	August, 1967 to August, 1968	Sept., 1968 to August, 1969	Sept., 1969 to August, 1970
Total Units Rented or Purchased	1,400	1,548	2,019
Total Rented Units	627	798	1,253
Total Purchased Units	773	750	766

*Source: U. City Human Resources Department

Population Characteristics. University City's population is diversified along racial, religious, and economic lines. Racially it is approximately 80 percent white and 20 percent black. Followers of all major religious faiths reside in the community. Occupationally, the community includes professionals, managers and proprietors, white and blue collar workers, as well as pensioners.

Land Use. Although the community is primarily residential, small shops, large shopping centers, and some light industry are to be found in it. The residences include small frame houses, stately mansions, large and middle-sized older homes, duplexes, modern ranch-style homes, apartment complexes, high-rise luxury apartments, and renovated older apartments in an urban renewal area. Protestant and Catholic churches, one Greek Orthodox church, and Jewish temples and synagogues serve the religious needs of the community.

Education and Recreation. University City's public school system includes 10 elementary schools, 1 sixth grade center, 2 junior high schools, and 1 senior high school. The non-public schools include 1 Lutheran elementary school, a Jewish high school for girls, 4 Catholic elementary schools and 1 Catholic high school. The city has a system of 13 parks, including the Heman Park complex with its ball diamonds, tennis courts, and outdoor swimming pool and small neighborhood parks, as well as a 9-hole municipal golf course and a community center building. These provide the residents with excellent recreational opportunities.

Form of Government and Cultural Opportunities. For more than 20 years the city has had a city manager form of government with a non-partisan city council. The city also has ample cultural opportunities. These include Washington University, a community symphony, an active parks and recreation program, a newly-constructed community library, and access to the educational and cultural attractions in St. Louis and the surrounding suburbs.

A BRIEF HISTORY OF COMMUNITY DEVELOPMENT[6]

1904-1920. Founded in 1904 on the western boundary of St. Louis and the northern edge of the newly-relocated campus of Washington University, the community was incorporated in 1906. For the first election in 1907, the community was divided into 3 wards corresponding to the major divisions indicated in Figure 1. The founder and first mayor, Edward G. Lewis, envisioned the city as a *planned* community representing a continuation of the fine residences in the west end of St. Louis.

During the succeeding decade, a "crisis of confidence" in property values resulting from the collapse of Mr. Lewis' financial empire was resolved. Under the leadership of August Heman, the city's second mayor, additional lands to the west were annexed for development; the population grew from 2,417 in 1910 to 6,792 in 1920.

The 30's and 40's. This period saw an unprecedented development of vacant land. The Public Parks Commission which had been established in 1922 was instrumental in the planned development. Among the outstanding events were: (1) the vacant land to the northwest of the existing community was annexed in 1923; (2) the area north of Olive Boulevard was reclaimed; (3) the River Des Peres was covered; and (4) a great deal of residential, school, and park construction took place. It was during this period that the senior high school was constructed at its present central location. By 1930 the population had grown to approximately 26,000. Additional territory was annexed, and multiple dwelling units and apartments were constructed in the eastern and central parts of the city. Stimulated by Federal assistance, numerous public improvements were undertaken during the 30's and early 40's.

The community became unified in its efforts to upgrade itself, to resolve the social schism which existed between the older residents to the south of Olive boulevard and the more recent arrivals to the north, and to continue reclamation, rehabilitation, and renewal projects.

The wartime period of the 1940's saw a slowing down of construction and improvements, but the community could look back with pride and satisfaction upon an era of growth, development and consolidation.

Throughout the period, a strong educational system was endorsed as a source of community strength. The efforts directed toward community improvement were exemplified by cordial relations between the school board and city government. Some community leaders served on the Board of Education and, later, on civic committees, or vice versa. New school construction took place and public parks were built next to or near the site of the schools. Unanimity of purpose among the community, the civic government including the parks department, and the educational system was evident.

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[6]The information in this section is based upon interviews with long-time residents of University City and the following references: (1) 50 Years of Progress, 1906-1956, Annual Report, City of University City, 1956; (2) McMahan, Howard, An Administrative History of University City (unpublished master's thesis) University of Kansas; September, 1954.

The 50's and 60's. The post World War II period saw a large increase in population as persons who had been restrained from moving from the City of St. Louis due to wartime housing restrictions migrated into University City. The late 40's and 50's saw an unprecedented boom in the construction of new homes, schools, and apartment complexes in the central west end and other portions of the community. The residential character of the city was reaffirmed during this period by the defeat of several efforts to construct large commercial shopping centers in the area.

By the end of the '50's, community development had reached the stage where no space was left for further expansion. Attention in the 60's centered upon urban renewal of the declining walk-up apartments and commercial buildings in the central east end, around the area known as the Delmar Loop. The 1960's saw efforts to protect the aging property of the city from blight and deterioration through implementing the following programs: (1) enforcement of the Housing Code through a program of house-to-house inspections, with grants and loans available to help the homeowner make needed repairs to his property; and (2) the enforcement of an Occupancy Permit program to uphold housing and zoning standards and to prevent overcrowding.[7]

During the 1960's, other important actions taken by the City included: (1) establishing a professionally-staffed Human Relations Commission (1960) and (2) enacting Fair Housing, Equal Employment Opportunity, and Public Accommodation Ordinances (1963 and 1964). In response to the activities of real estate companies, the Council passed ordinances with respect to anti-blockbusting, anti-solicitation, and banning the display of real estate signs on residential property (1967).[8]

Residents of the community organized in Neighborhood Associations in order to further the cause of neighborhood stability and maintenance of property. As had been the case throughout the years, the relations between the civic government and the educational system were marked by cooperation and mutual interest.[9]

Population Trends.

It would be extremely difficult to describe events occurring in University City and its schools without reference to the residential and migration patterns and the interests and activities of the Catholic, Jewish, and Black populations during these years.[10] These groups will be discussed briefly in the order of their appearance on the University City scene.

Catholics. Since its early days, a stable, active Catholic population has resided in the community. Four parishes actively serve the community. During the course of community growth and development, Catholic citizens have taken part in civic affairs. The development of a strong parochial school system, including an archdiocesan coeducational high school, resulted in few Catholic students being enrolled in the public schools and a correspondingly

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[7]Wilson, A.J. "The University City Experience." City of University City (undated).

[8]*Ibid.*

[9]*Ibid.*

[10]Nathan Glazer and Daniel P. Moynihan reported a similar situation in their study of 'ethnicity' in New York City, in Beyond the Melting Pot. (M.I.T. Press, Cambridge, Massachusetts, 1963).

minor involvement of Catholics in those schools' internal affairs. This began to change between 1965 and the present; these years saw an increase in the percentage of Catholic children attending the public schools.

Jews. The first Jewish families began moving into University City during the 1920's. This trend continued throughout the 1930's and early '40's. During the war, housing restrictions impeded the continued westward movement of the Jewish population from the City of St. Louis. The late '40's and '50's saw University City becoming the focal point of Jewish migration from the City to the suburbs. By 1960, nearly the entire Jewish population that had lived inside the City of St. Louis had moved to the suburbs. The proximity of St. Louis to University City resulted in a public school population which was predominantly Jewish. During this decade, however, the Jewish population was continuing to move into suburbs and municipalities to the west of University City.[11]

Blacks. Movements among the Black population were also taking place in the City of St. Louis. By the late 1950's, the Black population reached the western section of St. Louis, immediately east of the northeastern portion of University City. The expanding Black population stopped its westward movement and started moving along the northern and eastern boundary of University City.

It was not until the early 1960's that the first Black families began moving into University City; this reflected national trends of Black movement into the suburbs.[12] The migration of Blacks during the mid-1960's was associated with practices on the part of real estate companies which resulted in the ordinances mentioned in the previous section. The significant population turn-over during this period resulted in residential patterns that produced an integrated enrollment in the secondary schools and in some elementary schools, but with enrollments either predominantly Black or predominantly White in others.[13]

The reviews of community development and population movements indicate that residents, Black and White, have been concerned with: (1) maintenance of a fine, residential suburb; (2) maintenance of a strong public school system; (3) constant rehabilitation and renewal of "problem areas" in the community; and (4) cooperative efforts by civic leaders and school personnel throughout the community's history.

A REVIEW OF SCHOOL-COMMUNITY RELATIONS, THE 1960's

Introduction. The community commitment to a strong educational program has been mentioned previously. As the community developed through annexing, reclaiming, and building upon vacant land, school construction kept pace with the expanding community. The 1960's saw University City as a placid suburb, similar to many across the nation. The schools, while traditional in framework, were acknowledged for providing an excellent education. Numerous teachers

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[11] Lorenz, Wm., *op. cit.*, pp. 7-8.

[12] Vogler, Wm. F. "School Make-up Reflects Trend to County Ghetto," St. Louis Post-Dispatch, October 30, 1969.

[13] "Racial Polarization Trend in University City," St. Louis Post-Dispatch, April 20, 1970.

and administrators were at work devising new programs and attempting to incorporate current ideas from the field of education into existing programs.

Commitment to Innovation. In 1963, the district received a substantial grant award from a foundation interested in education to stimulate program development and innovation. The professional staff was involved in a far-reaching evaluation of the goals and practices of the schools, and new directions were charted.[14] University City Schools emerged on the cutting edge of major innovations in education centering around instructional arrangements, curriculum revision, and modifications of the buildings to support these changes.[15] The community appeared to take pride in the accomplishments of its schools and to support their undertakings.

Defeats of School Tax Levies. 1966 saw the first instance of large scale, organized voter resistance to a school tax levy. Four elections were required before a levy was passed at a rate reduced from the amount originally sought. Some reduction of school programs was required.[16] The second instance of voter resistance to a biennial school tax election occurred in 1968. Six elections were held between November, 1968 and April, 1969. Again, a tax levy substantially reduced from the original request was obtained.[17]

School Reorganization Controversy. During the 1968 school year, the Board of Education appointed an *ad hoc* committee to study the distribution of student population in the schools.[18] The Community Advisory Committee, after conducting a 7-month study, reported to the Board in May, 1969, that a substantial amount of racial imbalance was to be found among the schools. One segment of the committee recommended that no specific action be taken at that time while another recommended the converse.[19] The School Board directed the superintendent to study the situation during the summer and to make recommendations. The Board stated that it valued racial balance as a component of quality education.[20]

During June and July, 1969, the district administrative staff developed a position paper outlining beliefs about education and describing the necessity to redistribute the student population. Several proposals for accomplishing this were presented; basically, these involved (1) converting neighborhood elementary schools to centers for designated grade levels and (2) busing students to the centers. The staff noted several benefits which would result from the plans, aside from achieving racial balance. Present at the July and August

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[14] The Comprehensive Project for Improvement in Learning, University City Schools, July, 1966.

[15] Proceedings of the Conference on Innovative Practices and the Process of Change in Education, CEMREL and University City Schools, May, 1967.

[16] "Budget Reflects Program Changes," University City Schools, (24), September, 1967.

[17] "A Magnificent Moment," University City Schools, (25), June, 1969.

[18] "7876 Enroll--Committee to Study Student Population," University City Schools, (25), October, 1968

[19] "Distribution of Student Population as Discussed at the Board of Education Meeting on June 19, 1969," University City Schools, (25), July 14, 1969.

[20] *Ibid.*

meetings of the school board were citizens who spoke for and against the plans and presented their opinions regarding school reorganization.[21]

The superintendent addressed the school staff when it resumed its duties in the fall of 1969 and described the task facing the educational community for the coming year.[22] At the superintendent's direction, a massive study of the situation was undertaken. The Community Teachers' Association and the faculties of all buildings, or their representatives, were involved in the study. Task groups and committees were organized to investigate specific topics for various parts of the study. Alternatives were studied in terms of several criteria.[23] The Superintendent's Report was delivered to the Board in December, 1969.[24,25] The Board accepted some of the basic premises of the report and requested further study regarding details related to the implementation of some of the alternatives.

Throughout the months of study by the staff, community support for or opposition to school reorganization was voiced through groups of citizens, organized in response to the issues. Three predominant groups emerged to represent those citizens who participated through the channels of a formal organization: (1) The Committee for Racial Balance; (2) Citizens' Committee for Quality Education Through Neighborhood Schools; and (3) an organization known as the "Third Group."

During the winter of 1969-70, innumerable meetings were held--publicly and in private homes. Pamphlets and newsletters were circulated. The issues generated strong feelings among the residents and it was acknowledged that the community was becoming polarized rapidly. Newspaper headlines from this period are presented below to indicate the tenor of the times.

"University City Alderman Assails 'Emotional' School Critics."
The St. Louis Post-Dispatch, October 30, 1969

"University City School Study Hampered by Dispute."
The St. Louis Post-Dispatch, November, 13, 1969

"Open Mind Urged on University City Plan."
The St. Louis Post-Dispatch, November 20, 1969

"'Third Group' Formed on University City School Issue; Goals Announced."
The St. Louis Post-Dispatch, December 11, 1969

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[21] *Ibid.*

[22] "Schools at Crossroads and Threshold Garrison Tells Staff as Year Opens," University City Schools, (26), October, 1969.

[23] "Decision on Reorganization Awaits Staff Study Results," University City Schools, (26), November, 1969.

[24] Superintendent's Report on Distribution of Population, December 18, 1970.

[25] "Large Audience Hears Superintendent's Report; Study Sees Various Alternatives for University City Schools," University City Schools, (26), February, 1970.

Within the atmosphere described by the headlines above, discussion concerning the school reorganization issue continued. Spokesmen for interest groups and concerned citizens acting on their own addressed the school board at official meetings and spoke before meetings of other groups. Educational consultants were brought in to make addresses. School personnel took an active, partisan part in the discussions. Staff and Board members were identified with one or another position on the reorganization issue.

The community attracted area-wide attention. It was understood that the problems and issues centering around school reorganization included the dimension of busing to achieve racial balance. The editorial cartoon reproduced below indicates the view generally held by observers that University City was a testing ground for race relations in the suburbs.

St. Louis Post-Dispatch
April 1, 1970

Throughout, the Board of Education continued to examine information presented by the school district staff relating to such details of implementing proposed forms of school reorganization as the number of children to be bused and the probable costs. Some factions of the community called upon the school board to make a decision by March, 1970; others were equally insistent that any decision concerning school reorganization be delayed until the outcome of the forthcoming school board election (to be held in April, 1970).

In January, 1970, Dr. Martin B. Garrison announced his resignation as Superintendent of Schools effective February 1 in order to accept the presidency of a college in Arkansas.[26] Dr. E. E. Watson, Assistant Superintendent,

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[26]"Dr. Garrison Resigns to Become College President After Five Years as Superintendent of University City Schools," University City Schools, (26) February, 1970.

became Acting Superintendent of Schools; Dr. James A. Hopson was appointed Assistant Superintendent of Schools.

Student Disruption. In February, 1970, student disruptions in one of the junior high schools resulted in the transfer of Dr. Mark Boyer, long-time senior high school principal, to the principalship of that junior high school. Mr. Russell Tuck, assistant principal of the senior high school, assumed the senior high principalship.

Shortly before spring recess in March, student disruption occurred in the senior high school. The school was closed for the few days remaining before the beginning of the vacation period. During this time, meetings involving the school board, groups of students, and faculty were held. Within this atmosphere of instability, continuous meetings were held in which the professional staff, students, and community residents met--sometimes together, sometimes separately--to air their views and concerns.[27]

An outcome of this period was the formation of several advisory committees composed of teaching and administrative staff, citizens, students, and consultants. These committees deliberated and, at a later time, made recommendations concerning a Black Studies curriculum, discipline procedures, and mechanisms for involving a spectrum of persons in critical decisions.

School Board Election. School resumed following the vacation period. Meanwhile, filing for candidacy and campaigning for three vacant seats on the Board of Education were in progress.

The campaign for election to the school board was organized along partisan lines for or against the reorganization issue. Two slates of three candidates each ran for the three vacancies on the board. One slate favored school reorganization while the other favored retaining neighborhood schools. The April 7th election resulted in the election of three candidates known generally to favor the retention of neighborhood schools. Indications were that the election had not ended the controversy.[28]

At the school board meeting held shortly after the election, two members of the board whose terms had not expired resigned their positions. The vacancies left by these resignations were filled later by appointment, bringing the school board to its full complement of six members.

With the school board officially seated, the process of selecting a new superintendent of schools and a new high school principal proceeded. Dr. Gabriel H. Reuben, formerly superintendent of schools in a New Jersey school district, became the new superintendent.[29] Mr. James Lanman, formerly principal of Pershing Elementary School, became the principal of University City Senior High School.

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[27]"Anxiety for University City Future," St. Louis Post-Dispatch, April 21, 1970.

[28]"University City School Vote Poses Integration Question," St. Louis Post-Dispatch, April 19, 1970.

[29]"Noted Educator Appointed Superintendent," University City Schools, (26), June, 1970.

REVIEW OF EVENTS AT UNIVERSITY CITY SENIOR HIGH, 1960-1970

1963-66. Under the impetus of the study and analysis of school offerings and organization which took place during the period in which the grant for the Comprehensive Project was operating, changes were initiated at the senior high school. Briefly stated, the changes involved redesigning course offerings, revising existing modes of staff utilization, scheduling, and the school's physical plant in order to approach the lofty goals set forth in the school's newly-developed Statement of Philosophy and Objectives.

The school's commitment to interdisciplinary instruction resulted in the revision of course organization and content for several curricular areas. As a corollary, the existing departmental structure, consisting of 15 separate departments, was replaced by two large, overlapping instructional areas, placed under the direction of three instructional associates.

Team teaching within and across content lines was encouraged; scheduling arrangements were devised to support the resulting instructional arrangements. More formalized procedures were instituted for independent study programs, wherein students might pursue in-depth investigations of curricular topics. Curriculum development by local staff was encouraged and facilitated. Grading procedures were revised to support the student-centered emphasis in the school. Options for student unscheduled time were developed in order that students might be provided with increasing opportunities to be self-directing. Emphasis was placed upon individualization of programs and instruction.[30]

1966-1970. The climate of school-community relations during this period have been described previously. During the retrenchment following the reduced tax levies in 1966 and 1968, the senior high staff attempted to maintain the momentum which had been generated. The disruption of school in March, 1970 brought into focus concerns of students, staff, and the community. For the balance of the school year and the following summer and fall, recommendations from committees, task forces, and study groups were submitted and decisions were made. Working rapidly, the incoming superintendent and new senior high administrative staff made crucial decisions.[31]

Beginning with the 1970-71 school year, a revised organizational structure was implemented at the senior high school. Within this structure, the school was subdivided into three semi-autonomous offices for sophomores, juniors, and seniors; each of the "schools within a school" had an administrative and counseling staff and secretary.[32] Other new elements added to the structure were various boards and committees intended to provide mechanisms for a greater sense of community and shared decision-making and responsibility.[33] Among the mechanisms for greater student and community participation were the establishment of a new student government, including separate

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[30]Boyer, M.A., et al. The Process of Change at the Senior High School, 1967.

[31]"Superintendent Acts on Advisory Committee Report;" "New District-Wide Personnel," University City Schools, (27), September, 1970

[32]A rationale for the advantages of a smaller high school or subdividing a larger one, is given in: Leggett, Stanton, et al. "The Case for a Small High School," Nation's Schools, (86), September, 1970, pp. 45-52.

[33]"Senior High Reorganized," University City Schools, (27), October, 1970.

boards for (1) activities; (2) curriculum; (3) rules and regulations; (4) school relations; and (5) a grievance committee.[34] The utilization of unscheduled time options was revised in order to build into the system an increased amount of contractual obligations and accountability.

SUMMARY AND ANALYSIS

The decade, 1960-70, began in ferment centering around curriculum revision, staff utilization, and other educational innovations which were part of the national and local scene, and ended in ferment centering around the responsiveness of the schools to students' educational needs and maintenance of discipline and orderly climate for instruction. These appeared to mirror national trends regarding several interrelated factors operating in both the educational community and society as a whole. Stated briefly, these factors include, but are not limited to:

1. Curriculum Developments in the Early Part of the Decade, which sought to involve students in interdisciplinary courses presented through process-centered modes of instruction. Within this framework, students were expected to develop qualities of self-direction with the ability to make wise choices and decisions. Those who endorsed this model for curriculum considered it to be appropriate preparation for life and work in the latter part of the 20th century.

2. The Attitudes and Behavior of Today's Youth, which appear to perplex adults more than any other younger generation in recent memory. Previous generations of teenagers seemed to be involved in a youthful subculture centering around fads in music, dress, and slang. Teenagers today exhibit similar interests, but, in addition, display a willingness to search for a style of life different from that of adults and to engage in social activism to reach their goals. These behaviors have contributed to the often-discussed 'generation gap.'

3. The Social Climate in the Nation, which reflects concern for the amount of instability and rapid social change. In seeking causes for current unrest and dissidence, many adults are willing to blame the educational practices in the schools. Results from a recent poll indicate that the public is concerned at least as much--if not more--with discipline and control in the schools as it is with strictly educational issues.[35]

4. The Social Context of Education in a recently-integrated suburban school district, which exerts effects upon two populations: those coming into the community and those who receive them. Among both populations, one may find a wide range of reactions, from acceptance and good will to mistrust and suspicion. A recent

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[34]"New Ideas Find Audience in Student Government," University City Tom-Tom, (36), November 6, 1970.

[35]Gallup Poll supported by C.F.K., Ltd. I/D/E/A Information and Services Division, Dayton, Ohio, 1970.

article states: "For even as many Whites accept change (if often reluctantly), Black students face their own inner struggle to define responses to new circumstances.[36]

The net result of the decade's events seems to indicate several positive outcomes for University City Schools. Among them are:

1. The efforts at curriculum development have left the high school with a number of interdisciplinary courses, unique course offerings, and a commitment to continue to generate exciting, relevant programs within an atmosphere conducive to education. Among these are interdisciplinary courses in communication; American studies; phase electives in English; behavioral science and social science; Black studies, including Black history and Black literature.

2. Increased sensitivity on the part of school personnel to the needs of all types of students. Previously, the school program was directed primarily toward the conforming, academically successful, college-bound student. The district has supported several human relation workshops in the past two years designed to help staff add new techniques to their repertoire for communicating with and teaching students.

3. Continued generation of new ideas to bring the school and community into a more harmonious relationship through providing a program, or sequences of programs, more relevant and adaptive to students' needs. The staff is open to new ideas for developing different kinds of schools and programs from which students may choose.

4. Improvement in the school's ability to cope with critical situations, including:

   (a) Development of mechanisms for involving faculty, students, administrators, and community in decisions

   (b) Active faculty involvement directed toward providing an orderly climate for learning

   (c) A reservoir of experience in implementing change

5. Special facilities which support curriculum and instruction. Among these are:

   (a) Media Lab - offers services to teachers throughout the district for all phases of media to support curriculum and instruction, including production and distribution.

   (b) Alfred J. Fleischer Library - houses a fine collection of books, journals and periodicals in an award-winning setting.

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[36]"How Desegregation Is Working," Newsweek, December 21, 1970, pp. 105-107.

(c) Electronic Learning Center - supports instruction through providing numerous specialized programs through tapes, cartridges, cassettes, loops, microfilm, etc.

(d) Computer Science - emphasizes computer logic, with applications for business, social science, statistics, etc. through experience in programming a modern electronic teletype terminal connected to a larger computer system.

(e) Language Laboratory - provides an opportunity for students to gain proficiency in foreign languages through a native-speaking model.

6. The active role taken by the schools in an attempt to work within the framework of the social realities in the community to arrive at mutually acceptable solutions.

From the foregoing surveys of the development of the community and the educational trends in the school district and the senior high school, it is to be noted that the schools have responded to the perceived needs of the community in an active manner. The school's response does not fit readily within the schema developed by Corwin.[37] The schools have taken positive action through reevaluation, restructuring, and revising their organization and operation. The five options cited by Corwin are the responses of a school seeking to stifle criticism; the actions of the schools have been directed primarily at self-evaluation and improvement.

In summary, the pattern of events in the school and in the community appears to reflect those occurring throughout the nation. The senior high school and the community appear to be presently in a state of transition. Crises have arisen and steps toward their resolution have been taken, leaving the school better able to deal with future events.

The active, decision-making role of the schools in areas concerning curriculum, instruction, and organization is indicative of the school's ability to provide a more broadly based, more individualized program, with a greater number of options for students. Periods of transition are difficult, but the demonstrated ability of the district and the school to devise acceptable solutions offers promise for future school-community relations.

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[37]Corwin, Ronald G., *op. cit.*

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